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ABSTRACT

A study was done to determine the extent to which children in public high and low poverty schools receive similar services and levels of supports, and whether public schools receiving Chapter 1 assistance appear to have more services and support than do similar non-Chapter 1 schools. The study used data from the base year Schools and Staffing Survey (SASS) and information from the SASS Public School Questionnaire. In order to ensure that differences found were not influenced by differences in school poverty levels, Chapter 1 and non-Chapter 1 schools were grouped into low, medium, and high poverty categories. Specific questions addressed include the following: (1) comparison of services offered; (2) proportion of students in remedial reading and mathematics; (3) likelihood of employing special instructional personnel; (4) likelihood of using volunteers; (5) student/teacher and student/staff ratios; (6) average class size; (7) likelihood of staff receiving special bonuses for working in high priority areas; and (8) likelihood that teachers receive training. Most of the notable differences found were between poverty levels rather than between Chapter 1 and non-Chapter 1 schools. Statistical data are provided in 12 tables, 16 graphs, and an appendix containing 25 additional tables. (JB)

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Services and Staffing in Chapter 1 Public Schools

Chapter 1 Data from the Schools and Staffing Survey

U. S. Department of Education
Office of Educational Research and Improvement
Office of Research

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Paper Presented at the Annual Meeting of the American Educational Research Association

April 1992

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Background

Chapter 1 of Title I of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (which amended the Elementary and Secondary Education Act of 1965) provides financial assistance to:

> improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local educational agency, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Part A of Chapter 1 provides funds for programs operated by local educational agencies (LEAs). The local educational agencies are primarily school districts, and are referred to in this document as such, rather than by the more awkward term local educational agency.

The rationale for providing these funds to school districts is given in Section 1001 of the law:

> In recognition of ... the special educational needs of children of low-income families and the impact of concentrations of low-income families on the ability of local educational agencies to provide educational programs which meet such needs ... Congress declares it to be the policy of the United States to ... provide financial assistance to State and local educational agencies to meet the special needs of such educationally deprived children at the preschool, elementary, and secondary level.

School districts may use Chapter 1 funds to provide a variety of services for students at the preschool through secondary level. Section 1011 provides the authority for a range of activities, including:

- ☐ Purchasing equipment, books, other instructional material, and school library resources;
- ☐ Employing special instructional personnel, school counselors, and other pupil services personnel;
- ☐ Employing and training education aides;
- ☐ Paying bonuses to teachers for services in schools serving project areas;
- ☐ Training teachers, librarians, other instructional and pupil services personnel;
- ☐ Constructing, where necessary, school facilities;
- ☐ Funding parental involvement activities, including involvement in program design and implementation, volunteer or paid participation in school activities, and programs to improve parents' capacity to improve their children's learning; and
- ☐ Planning and evaluating Chapter 1 programs and projects.

Chapter 1 contains a supplement not supplant provision (Section 1018(b)) which states that a state educational agency or other State agency in operating its State level programs or a local educational agency may use funds received under this chapter only to supplement and, to the extent practicable, increase the level of funds that would, in the absence of such Federal funds, be made available from non-Federal sources. (Districts and States may, however, exclude special local and state programs which have similar purposes as Chapter 1 when determining compliance with Section 1018(b).) Section 1018(c) contains a comparability of services requirement which states that a district "may receive funds only if State and local funds will be used in the district of such agency to provide services which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds..." The ways in which compliance with these provisions is determined is complex; however, the goal is fairly simple: to ensure that Chapter 1 provides something extra, while not penalizing districts and States which provide their own extra funding for similar services to similar students.

Data Source: The Schools and Staffing Survey

The *Schools and Staffing Survey* (SASS) is an integrated survey of public and private schools, school districts, school principals, and teachers sponsored by the National Center for Education Statistics (NCES) of the U. S. Department of Education. The base year SASS survey, which was conducted in the 1987-88 school year, provided the data for this report. The survey included 52,000 teachers in 9,300 public schools and 13,000 teachers in 3,500 private schools in all 50 states plus the District of Columbia. Response rates ranged from 86.5 percent to 94.2 percent for public schools and from 76.9 percent to 81.2 percent for private schools. For this report, we used only data from public schools.

While the SASS survey was not designed specifically to address questions about the Chapter 1 program, respondents were asked whether or not students in their schools were served by Chapter 1 programs. The SASS *Public School Questionnaire* (LEAs) provides information about the number of students receiving Chapter 1 assistance, the number of students eligible for free or reduced price lunch programs, and the total number of students in each school. We used this information to determine which schools had Chapter 1 programs and to determine the poverty level of the school, using the percent of all children in each school who were eligible for free or reduced price lunch as the poverty indicator.

The *Public School Questionnaire* provides information on the types of special programs in the schools and on the numbers of students served in these programs, the number and type of staff employed, and the number of volunteers who work in the school.

The *Public School Teacher Questionnaire* provides information including the teachers' education and employment background, the size of their classes, and whether they receive special pay incentives. The teachers questionnaires can be linked to the school questionnaires, allowing analysis of teachers by school characteristics.

Questions Addressed

We used the SASS data to determine the extent to which children in public high and low poverty schools receive similar services and levels of support, and whether Chapter 1 public schools appear to have more services and support than similar non-Chapter 1 schools. We would like to make it clear that we are not addressing the issues of comparability and supplanting with these analyses. Comparability and supplanting are State and district level issues, and cannot be addressed by this national survey.

We are addressing far more basic questions, related to general and not necessarily correct impressions about the Chapter 1 program. When most people think about Chapter 1 schools, they assume that they are poor schools with some type of extra service. As is clear from prior analyses (see, for example, Anderson, 1992), Chapter 1 does not serve only poor schools. The analyses in this paper are intended to determine whether Chapter 1 schools at each poverty level, nation-wide, provide students something extra, or whether State and local programs have contributed to an equalization of services. While the latter condition would be positive, since it would result in a larger number of needy children being served, it would mean that Chapter 1 funding does not necessarily translate into extra services for educationally deprived students—a factor which must be considered when evaluating the effectiveness of the Chapter 1 program.

The specific questions addressed include:

- ❑ What services are offered in Chapter 1 and non-Chapter 1 schools?
- ❑ Do Chapter 1 schools serve a larger proportion of their students in such traditional Chapter 1 areas as remedial reading and math?
- ❑ Are Chapter 1 schools more likely to employ special instructional personnel, school counselors, other pupil services personnel, and education aides?
- ❑ Are Chapter 1 schools more likely to have volunteers than non-Chapter 1 schools?
- ❑ Do Chapter 1 schools have a lower student-teacher ratio than non-Chapter 1 schools? A lower student-staff ratio?
- ❑ What is the average class size in Chapter 1 and non-Chapter 1 schools?
- ❑ Are teachers in Chapter 1 schools more likely to report receiving special bonuses for working in high priority locations?
- ❑ Are teachers in Chapter 1 schools more likely to receive training than teachers in non-Chapter 1 schools?

Methodology

In order to help ensure that any differences we found were not influenced by differences in school poverty levels, we grouped the Chapter 1 and non-Chapter 1 schools into low, medium, and high poverty categories. We used the percent of students who were eligible for free or reduced price

lunch as the school poverty indicator, with schools classified as follows:

- Low Poverty: 0 to 20 percent of students eligible for free or reduced price lunch;
- Medium Poverty: 21 to 50 percent eligible; and
- High Poverty: 51 to 100 percent eligible.

Within each section, we examine the differences between poverty levels before examining differences between Chapter 1 and non-Chapter 1 schools. This ensures that our comparisons more accurately reflect the influence of Chapter 1 monies.

Only public schools are included in this analysis and separate analyses are provided for elementary and secondary schools. The school level is based on schools' self-identification. Secondary schools include middle schools, junior high schools, and senior high schools. Although the phrase secondary schools is sometimes used for the sake of brevity, in all instances the phrase is referring to middle schools, junior high schools, and senior high schools. The appendix contains information on the numbers of schools included in the analysis.

The percentage of schools which fall into the high poverty category decreases from elementary to middle/junior high/senior high school. There may be several causes for this:

- There may be a "regression to the mean" effect whereby, as elementary schools are consolidated into junior high and senior high schools, the average poverty decreases;
- Students in higher grades may be reluctant to identify themselves as being eligible for the special lunch programs; or
- At the higher grades, the poorest students may have dropped out of school.

All of the figures in this report are based on samples of districts or of schools. Therefore, some details in the tables may not add to equal the totals. Also, if a different sample had been used to calculate the figures, the estimates might be higher or lower. In most cases, the percentage estimates will vary by plus or minus 4 percentage points or less. In some cases, however, there is greater variability. This is particularly true for high poverty middle/junior high/senior high schools. We have noted whenever there is a large amount of variability (that is, whenever the standard error exceeds 2.0). Standard errors are provided in the appendix.

We generally highlight only those findings where the difference between two groups is 5 percentage points or more. While some differences of less than 5 percentage points were statistically significant, we generally did not feel that they were large enough to highlight in the discussion.

In response to the question concerning class size, some teachers responded with very high numbers. We interpreted these responses to be misinterpretations of the questions and/or errors and when calculating average class sizes, we eliminated from the calculations all responses greater than 60 students (see Table 9, page 23). The students-teacher ratios and the students-staff ratios are the average of the ratios for each school in the designated school poverty level and Chapter 1 status group. The ratios are based on full-time equivalent (FTE) teachers and staff, rather than actual headcounts in order to adjust for part-time employees.

What Special Programs are Offered in Chapter 1 and Non-Chapter 1 Schools?

Most (71 percent) elementary schools provide Chapter 1 services, but only slightly more than one-third of the middle/junior high/senior high schools do so. (See Table 1.) Both at the elementary and secondary level, however, high poverty schools are more likely to have Chapter 1 services than are medium or low poverty schools.

The most common special program in elementary and secondary public schools is instruction for the handicapped (mentally retarded, specific learning disabled, physically handicapped, and other handicapped students). Eighty-nine percent of the elementary schools and 94 percent of the middle/junior high/senior high schools provide such programs. In addition, most schools (more than 70 percent) offer:

- Remedial reading (i.e., organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills);
- Programs for the gifted and talented (i.e., activities designed to permit gifted and talented students to further develop their abilities); and
- Diagnostic and prescriptive services (i.e., services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services).

More than one-half of the elementary and secondary schools offer remedial mathematics (i.e., organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of math skills), and more than one-third offer English as a second language (i.e., students with limited English proficiency are provided with extensive instruction in English). More than one-half of the middle/junior high/senior high schools offer vocational or technical programs (i.e., instruction designed to provide students with occupational skills needed for work), but a very small percent of the elementary schools offer such programs.

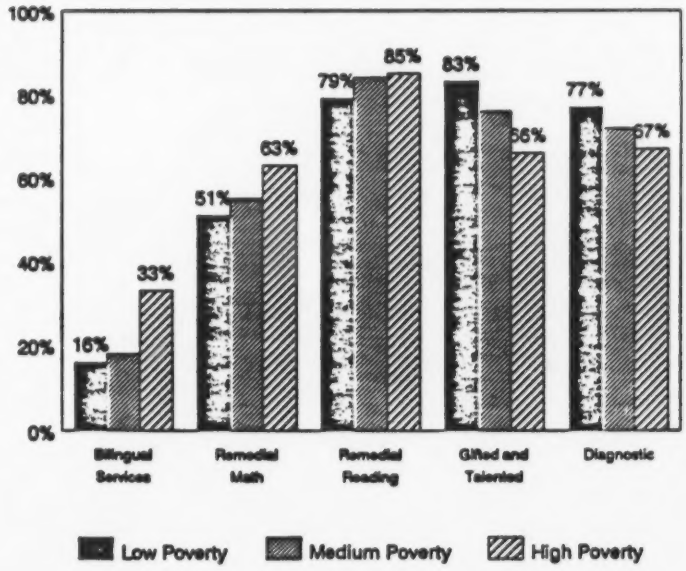
There are significant differences between the percent of *elementary* schools in the low and high poverty levels that offer the various special programs (see Figure 1). More high poverty elementary schools offer:

- Bilingual services;
- Remedial math; and
- Remedial reading.

On the other hand, more low poverty elementary schools offer:

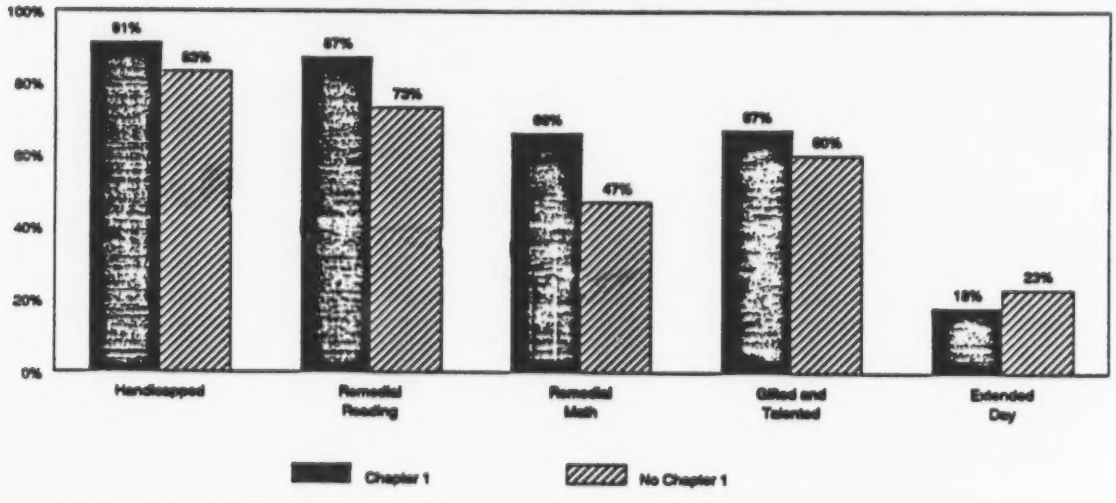
- Programs for the gifted and talented; and
- Diagnostic services.

Figure 1
Percent of Elementary Schools Offering the Most Common Special Programs, by Poverty Level



Within the *high poverty elementary schools*, the schools with Chapter 1 programs do differ from those without Chapter 1 programs. (See Table 2; Figure 2.) High poverty Chapter 1 schools are much more likely than high poverty schools without Chapter 1 (differences of 14 percentage points or more) to have remedial reading and remedial math; and are somewhat more likely (a difference of 7 percentage points) to have programs for the handicapped and programs for the gifted and talented. They are slightly *less* likely to have extended day or before- or after-school day-care programs (the difference is only 5 percentage points).

Figure 2
Percent of High Poverty Elementary Schools Offering the Most Common Special Programs, by Chapter 1 Status



The standard errors for the percent of secondary high poverty schools offering each service or program are too high to make *valid* comparisons with the low poverty schools. The same is true for the breakout of Chapter 1/non-Chapter 1 secondary schools by poverty levels.

Table 1

Percent of Schools with Special Programs, by School Poverty Level

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	16%	18%	33%	21%
English as a Sec. Lang.	39%	29%	38%	35%
Remedial Reading	79%	84%	85%	82%
Remedial Math	51%	55%	63%	56%
Handicapped	87%	90%	90%	89%
Gifted & Talented	83%	76%	66%	76%
Voc. Technical	3%	4%	4%	3%
Diagnostic	77%	72%	67%	72%
Extended Day	22%	13%	19%	18%
Chapter 1	53%	77%	86%	71%
Number of Schools	16,627	17,680	11,670	45,976

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	16%	19%	28%	19%
English as a Sec. Lang.	42%	30%	37%	37%
Remedial Reading	79%	78%	80%	79%
Remedial Math	70%	66%	63%	68%
Handicapped	94%	95%	95%	94%
Gifted & Talented	72%	73%	70%	72%
Voc. Technical	74%	65%	64%	69%
Diagnostic	76%	70%	68%	73%
Extended Day	4%	4%	7%	5%
Chapter 1	30%	43%	61%	39%
Number of Schools	13,253	8,536	3,593	25,383

Table 2

Percent of Schools with Special Programs, by School Poverty Level and Chapter 1 Status

Part 1: Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	13%	19%	16%	24%	33%	36%	21%
English as a Sec. Lang.	35%	45%	26%	42%	38%	38%	35%
Remedial Reading	90%	67%	89%	66%	87%	73%	82%
Remedial Math	63%	38%	60%	41%	66%	47%	56%
Handicapped	89%	85%	91%	88%	91%	83%	89%
Gifted & Talented	83%	83%	77%	74%	67%	60%	76%
Voc. Technical	3%	2%	4%	3%	4%	3%	3%
Diagnostic	79%	75%	71%	74%	67%	62%	72%
Extended Day	19%	27%	12%	20%	18%	23%	18%
Chapter 1	100%	0%	100%	0%	100%	0%	71%
Number of Schools	8,815	7,811	13,686	3,944	10,040	1,630	45,976

Part 2: Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	19%	15%	23%	16%	33%	21%	19%
English as a Sec. Lang.	42%	41%	30%	30%	40%	31%	37%
Remedial Reading	91%	74%	89%	71%	89%	67%	79%
Remedial Math	76%	67%	69%	65%	68%	56%	68%
Handicapped	95%	93%	93%	96%	96%	92%	94%
Gifted & Talented	75%	71%	74%	72%	76%	61%	72%
Voc. Technical	71%	75%	56%	72%	58%	72%	69%
Diagnostic	80%	74%	74%	67%	70%	65%	73%
Extended Day	6%	4%	6%	4%	7%	7%	5%
Chapter 1	100%	0%	100%	0%	100%	0%	39%
Number of Schools	3,952	9,302	3,675	4,862	2,182	1,412	25,383

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

What Percent of Students are Served in Special Programs?

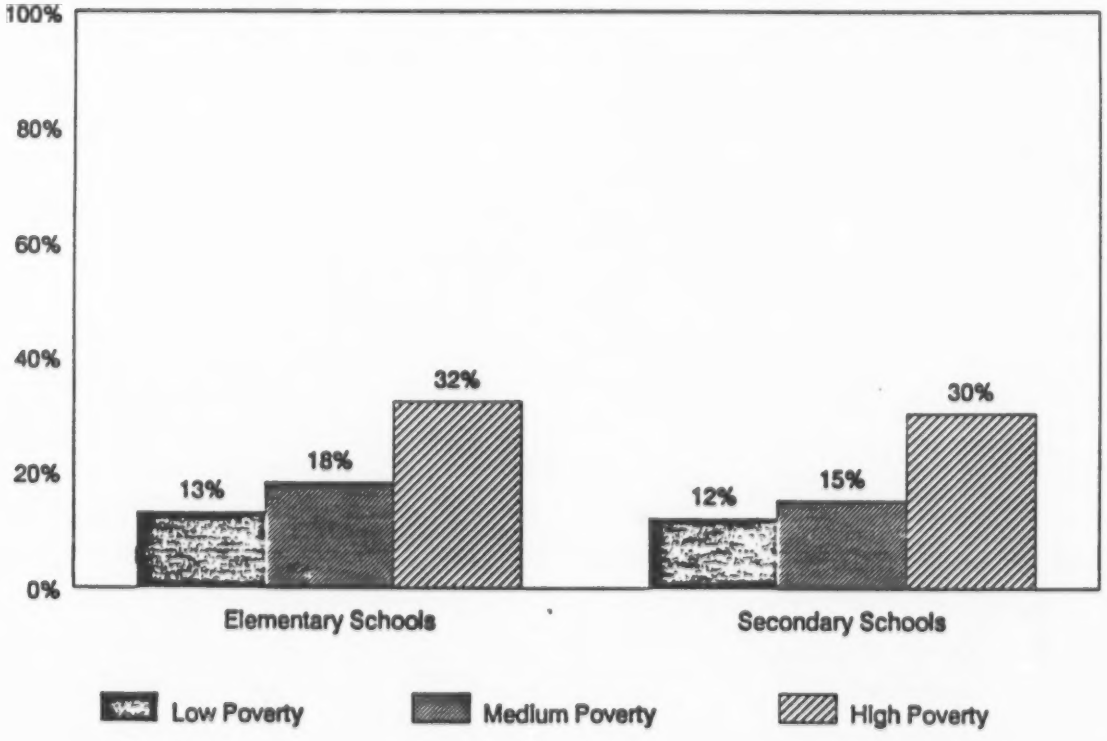
Although nearly three-fourths of the elementary schools and one-third of the middle/junior high/senior high schools have Chapter 1 programs, only 15 percent of elementary students and 6 percent of secondary students are served by the programs. (See Table 3.) As might be expected, significantly more students in high poverty schools are served in Chapter 1 programs than are students in low poverty schools:

- More than a quarter (28 percent) of elementary school students in high poverty schools are served in Chapter 1 programs, compared to 7 percent in low poverty schools; and
- Eighteen percent of the students in high poverty middle/junior high/senior high schools are served by Chapter 1, compared to 3 percent in low poverty schools.

Also of interest is the question "How many of the students in schools which do receive Chapter 1 monies are receiving Chapter 1 services?" The figures are lower than one might expect. (See Table 4; Figure 3.) In Chapter 1 high poverty schools, where we find the highest proportion of educationally needy students, only about one-third of the students (32 percent at the elementary level and 30 percent at the secondary level) are in Chapter 1 programs. At low poverty Chapter 1 schools, the percent of students receiving Chapter 1 services is significantly lower (13 percent of the elementary students and 12 percent of the middle/junior high/senior high students).

Figure 3

Percent of Students in Chapter 1 Schools Served in Chapter 1 Programs, by Poverty Level



Overall, the percent of students served by each type of *elementary* school special program is small. Chapter 1 services reach the largest proportion of elementary students (15 percent) and remedial reading programs are the second most common (serving 12 percent of elementary students). There are differences between schools at the different poverty levels:

- Elementary students in high poverty schools are more than twice as likely to receive remedial reading services than are their counterparts in low poverty schools.
- They also are more likely to receive remedial math, bilingual, and English as a second language services than are their counterparts in low poverty schools.

However, there are not significant differences in the proportion of elementary students receiving services for the handicapped, gifted and talented, diagnostic, or extended day.

These patterns of differences occur within Chapter 1 elementary schools, but within non-Chapter 1 elementary schools there are not statistically significant differences between the poverty levels.

Middle/junior high/senior high schools' vocational or technical programs provide service to more students than any other special program at secondary public schools. About one-quarter of secondary school students participate in such programs. There are no significant differences between the proportion of students at low, medium, and high poverty schools in vocational or technical programs (the figure for high poverty non-Chapter 1 schools is larger, but has a large standard error and, therefore, is not a significant difference).

Most other special programs at middle/junior high/senior high schools also are provided to approximately the same proportion of students in high, medium and low poverty schools. The exception (in addition to Chapter 1) is remedial reading:

- Middle/junior high/senior high students in high poverty schools are somewhat more likely to receive remedial reading services than are secondary students in low poverty schools.

Further, students in high poverty secondary schools with Chapter 1 programs are more likely than students in high poverty secondary schools without Chapter 1 to receive remedial reading services. This is the only significant difference between Chapter 1 and non-Chapter 1 middle/junior high/senior high schools.

Figure 4
Percent of Students Served in Special Programs, by Poverty Level and Chapter 1 Status

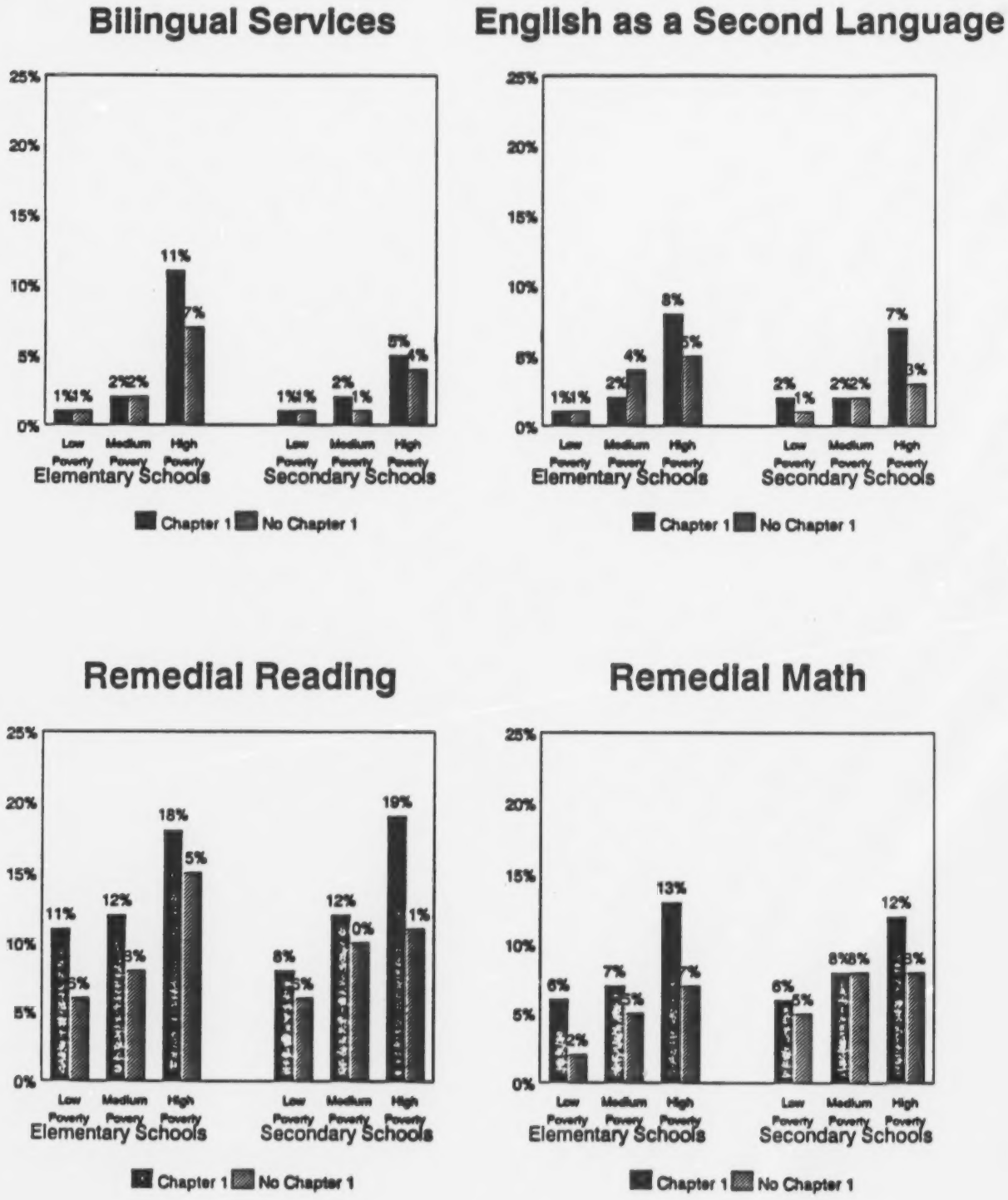
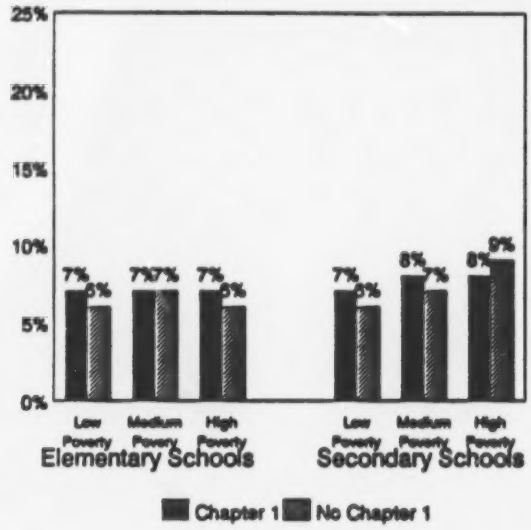
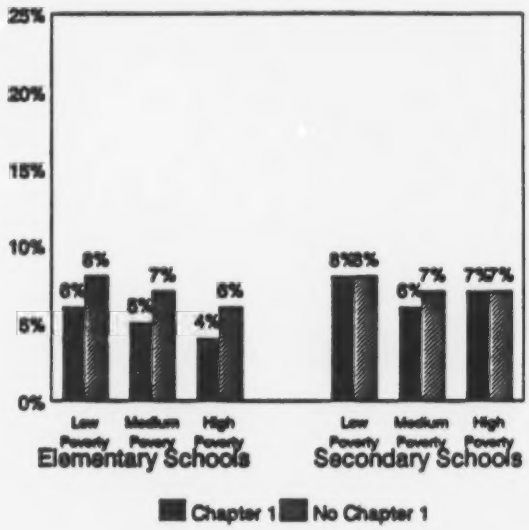


Figure 4, continued
Percent of Students Served in Special Programs, by Poverty Level and Chapter 1 Status

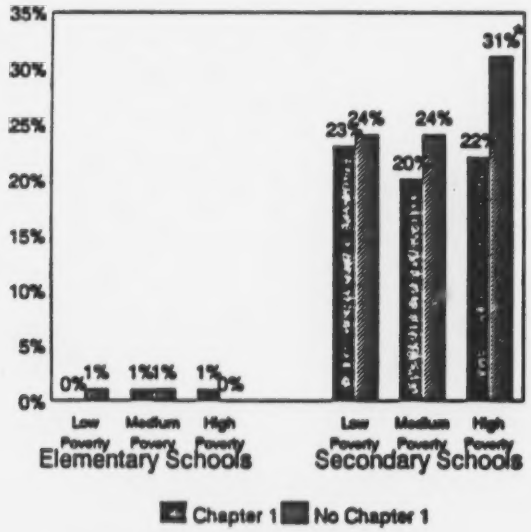
Services for the Handicapped



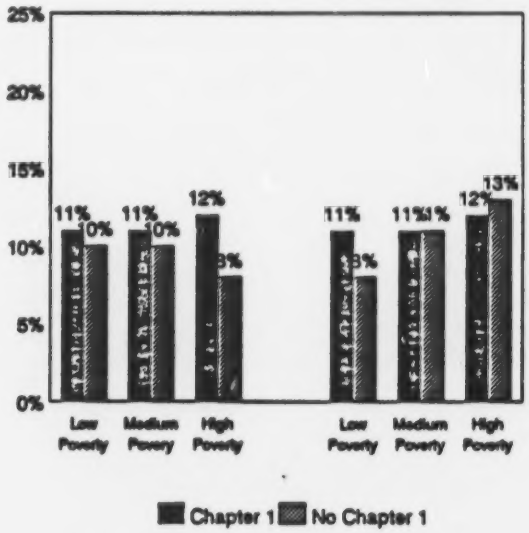
Gifted and Talented



Vocational and Technical



Diagnostic Services



*This figure has a standard error of 2.7

Table 3

Percent of Students Served in Special Programs, by School Poverty Level

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	1%	2%	10%	4%
English as a Sec. Language	1%	2%	7%	3%
Remedial Reading	8%	11%	18%	12%
Remedial Math	4%	6%	12%	7%
Handicapped	6%	7%	7%	7%
Gifted & Talented	7%	6%	5%	6%
Voc. Technical	0%	1%	1%	1%
Diagnostic	10%	11%	12%	11%
Extended Day	2%	1%	3%	2%
Chapter 1	7%	14%	28%	15%
Number of Students	6,964,275	7,255,857	5,498,049	19,718,181

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	1%	2%	4%	1%
English as a Sec. Language	1%	2%	5%	2%
Remedial Reading	6%	11%	16%	9%
Remedial Math	6%	8%	10%	7%
Handicapped	6%	7%	9%	7%
Gifted & Talented	8%	6%	7%	7%
Voc. Technical	24%	22%	25%	24%
Diagnostic	9%	11%	13%	10%
Extended Day	0%	0%	1%	1%
Chapter 1	3%	6%	18%	6%
Number of Students	10,494,235	5,354,953	2,259,210	18,108,398

Table 4

Percent of Students Served in Special Programs, by School Poverty Level and Chapter 1 Status

Part 1: Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	1%	1%	2%	2%	11%	7%	4%
English/ Sec. Lang.	1%	1%	2%	4%	8%	5%	3%
Remedial Reading	11%	6%	12%	8%	18%	15%	12%
Remedial Math	6%	2%	7%	5%	13%	7%	7%
Handicapped	7%	6%	7%	7%	7%	6%	7%
Gifted & Talented	6%	8%	5%	7%	4%	6%	6%
Voc. Technical	0%	0%	1%	1%	1%	0%	1%
Diagnostic	11%	10%	11%	10%	12%	8%	11%
Extended Day	2%	3%	1%	2%	3%	3%	2%
Chapter 1	13%	0%	18%	0%	32%	0%	15%
Number of Students	3,543,159	3,421,116	5,584,677	1,671,180	4,717,235	780,815	19,718,181

Part 2: Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	1%	1%	2%	1%	5%	4%	1%
English/ Sec. Lang.	2%	1%	2%	2%	7%	3%	2%
Remedial Reading	8%	6%	12%	10%	19%	11%	9%
Remedial Math	6%	5%	8%	8%	12%	8%	7%
Handicapped	7%	6%	7%	7%	8%	9%	7%
Gifted & Talented	8%	8%	6%	7%	7%	7%	7%
Voc. Technical	23%	24%	20%	24%	22%	31%	24%
Diagnostic	11%	8%	11%	11%	12%	13%	10%
Extended Day	1%	0%	1%	0%	1%	1%	1%
Chapter 1	12%	0%	15%	0%	30%	0%	6%
Number of Students	2,910,278	7,583,956	2,182,933	3,172,020	1,384,071	875,139	18,108,398

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

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What Types of Staff are in Chapter 1 and Non-Chapter 1 Schools?

The question of who teaches educationally needy children has received much attention recently and critics of Chapter 1 have suggested that schools with Chapter 1 programs make greater use of teacher aides than do other schools. The overwhelming majority of all public *elementary* schools do have teacher aides (91 percent). (See Table 5.) And, more high poverty schools report employing teacher aides than do low poverty schools:

- Almost all (96 percent) high poverty elementary schools employ teacher aides; while
- Slightly fewer medium poverty schools (92 percent), and
- Fewer still low poverty elementary schools (88 percent) report the same.

However, there is virtually no difference between Chapter 1 and non-Chapter 1 schools at either the high, medium, or low poverty level. (See Table 6.)

There are few differences regarding other types of staff. About two-thirds of the elementary schools have librarians; about one-half have guidance counselors; and slightly less than one-half have other professional staff such as curriculum specialists, administrative and business staff, and social workers. High poverty elementary schools are somewhat more likely to have counselors, but are slightly less likely to have librarians.

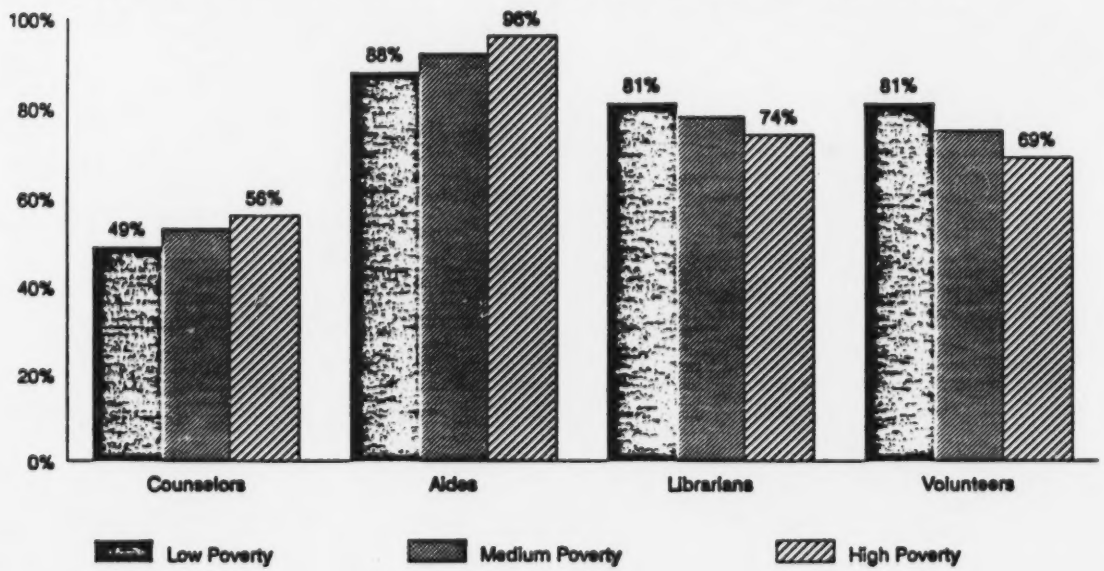
However, high poverty schools are much less likely to have volunteers.

- Eighty-one percent of the low poverty schools have volunteers providing services, compared to 69 percent of the high poverty schools.

Within Chapter 1 schools, the pattern of fewer volunteers is the same as for all schools:

- High poverty Chapter 1 schools are less likely to have unpaid volunteers than are low poverty Chapter 1 schools (69 percent and 76 percent, respectively).

Figure 5
Percent of Elementary Schools with Selected Type of Employees, by Poverty Level



Middle/junior high/senior high schools have somewhat different staffing patterns. Secondary schools, compared to elementary schools, are more likely to have:

- Counselors (92 percent of secondary schools versus 52 percent of elementary schools); and
- Librarians and other professional media staff (91 versus 78 percent).

They are less likely to have volunteers (39 versus 76 percent).

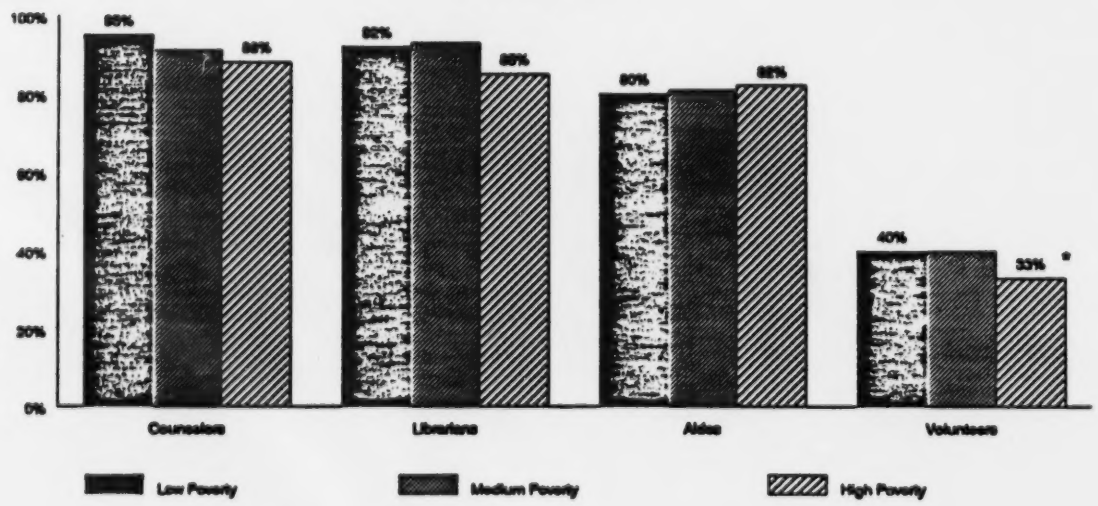
Teacher aides are employed by 81 percent of the middle/junior high/senior high schools and there is virtually no difference across poverty levels. (See Figure 6.) Slightly more low poverty Chapter 1 secondary schools have teachers aides than do the low poverty non-Chapter 1 schools, but the difference is very small at the medium poverty level and the standard errors are too high to draw conclusions about teachers aides at high poverty Chapter 1 versus non-Chapter 1 schools.

There are only two differences by poverty level—low poverty secondary schools are more likely than are high poverty secondary schools to have:

- Counselors (95 versus 88 percent) and
- Librarians (92 versus 85 percent).

Only about one-third (39 percent) of the middle/junior high/senior high schools reported that they have unpaid volunteers providing services at their school. The standard error was too high to reliably make any conclusions about differences in the proportion of low and high poverty secondary schools with unpaid volunteers.

Figure 6
Percent of Middle/Junior High/Senior High Schools with Selected Type of Employees, by Poverty Level



*This figure has a standard error of 2.2

Table 5
Percent of Schools with Different Type of Staff, by School Poverty Level

Part 1: Elementary Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Principals	100%	100%	100%	100%
Teachers	100%	100%	100%	100%
Counselors	49%	53%	56%	52%
Librarians	81%	78%	74%	78%
Other Prof.	49%	43%	48%	46%
Aides	88%	92%	96%	91%
Other Non-Instr.	82%	82%	83%	82%
Volunteers	81%	75%	69%	76%
Number of Schools	16,627	17,680	11,670	45,976

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Principals	100%	100%	100%	100%
Teachers	100%	100%	100%	100%
Counselors	95%	91%	88%	92%
Librarians	92%	93%	85%	91%
Other Prof.	53%	47%	47%	50%
Aides	80%	81%	82%	81%
Other Non-Instr.	80%	81%	83%	81%
Volunteers	40%	40%	33%	39%
Number of Schools	13,253	8,536	3,593	25,383

Table 6
Percent of Schools with Different Type of Staff, by School Poverty Level and Chapter 1 Status

Part 1: Elementary Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Principals	100%	100%	100%	100%	100%	100%	100%
Teachers	100%	100%	100%	100%	100%	100%	100%
Counselors	49%	48%	53%	54%	55%	60%	52%
Librarians	80%	81%	79%	75%	75%	71%	78%
Other Prof.	49%	48%	43%	44%	47%	55%	46%
Aides	88%	87%	92%	91%	96%	96%	91%
Other Non-Instr.	82%	81%	82%	83%	83%	83%	82%
Volunteers	76%	86%	74%	78%	69%	63%	76%
Number of Schools	8,815	7,811	13,686	3,944	10,040	1,630	45,976

Part 2: Middle/Junior High/ Senior High Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Principals	100%	100%	100%	100%	100%	100%	100%
Teachers	100%	100%	100%	100%	100%	100%	100%
Counselors	93%	95%	90%	91%	86%	91%	92%
Librarians	94%	91%	94%	92%	85%	85%	91%
Other Prof.	57%	50%	47%	46%	50%	44%	50%
Aides	83%	78%	83%	81%	84%	79%	81%
Other Non-Instr.	80%	80%	85%	78%	83%	83%	81%
Volunteers	38%	40%	38%	41%	36%	30%	39%
Number of Schools	3,952	9,302	3,675	4,862	2,182	1,412	25,383

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Do Chapter 1 Schools Have Lower Student to Staff Ratios Than Non-Chapter 1 Schools?

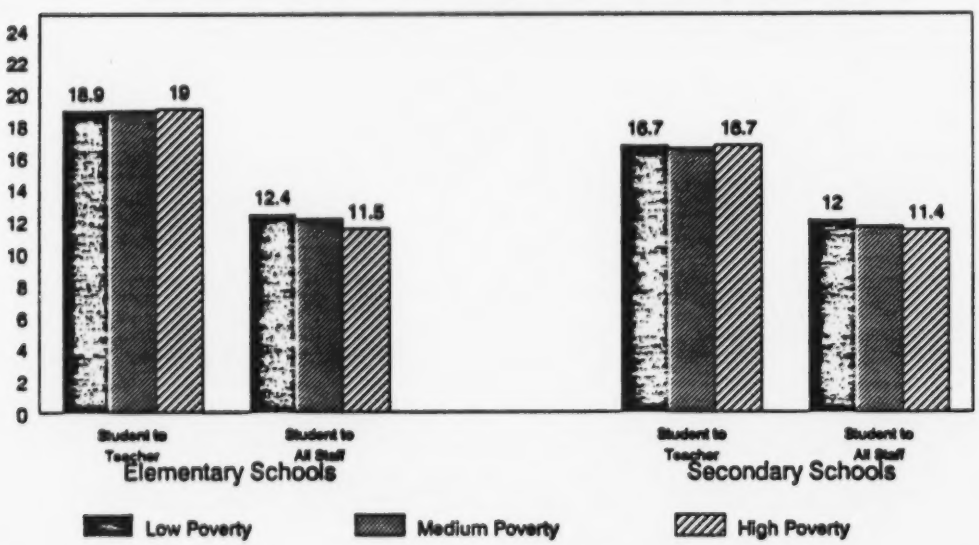
The fact that high poverty schools more frequently employ aides than do low poverty schools does not necessarily mean that they hire fewer teachers and, therefore, have higher student to teacher ratios. In fact, average student to teacher ratios do not differ significantly by school poverty levels (see Table 7; Figure 7):

- At the elementary level, the average student-teacher ratios for low and high poverty schools are 18.9 and 19.0, respectively; and
- At the secondary level, it is 16.7 for both groups.

When all staff (principals, teachers, counselors, librarians, aides, and all other professional and non-instructional staff) are included in the ratio, however, high poverty schools seem to fare better than low poverty schools:

- The average ratio of students to staff member for low poverty schools (12.4 for elementary and 12.0 for secondary) is slightly higher than that of high poverty schools (11.5 for elementary and 11.4 for secondary).

Figure 7
Student to Teacher and Student to Staff Ratios, by Poverty Level



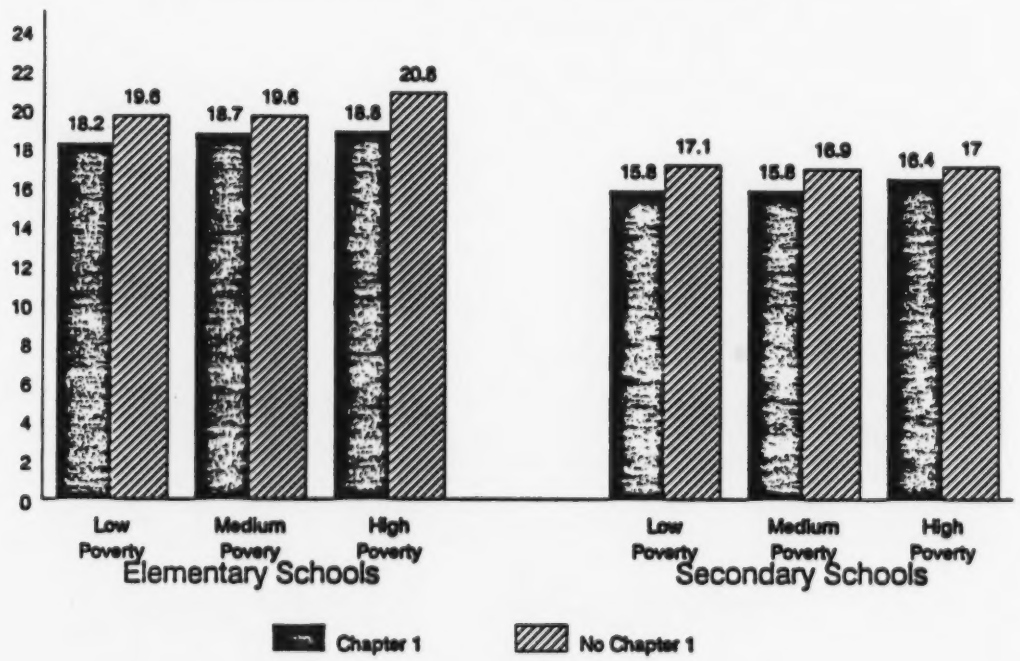
In addition, Chapter 1 schools have slightly lower student-teacher ratios than non-Chapter 1 schools (see Figure 8). In elementary schools:

- The difference is largest between high poverty Chapter 1 schools (18.8) and high poverty non-Chapter 1 schools (20.8);
- Medium poverty Chapter 1 schools also have a fairly large difference (18.7 versus 19.6); and
- The average ratio for low poverty Chapter 1 schools (18.2) is smaller than for low poverty non-Chapter 1 schools (19.6).

The pattern is similar in middle/junior high/senior high schools:

- High poverty Chapter 1 schools have 16.4 students per teacher, compared to 17.0 in non-Chapter 1 high poverty schools;
- For medium poverty schools, the student-teacher ratios are 15.8 for Chapter 1 schools versus 16.9 for non-Chapter 1 schools; and
- The ratios for low poverty Chapter 1 and non-Chapter 1 schools are 15.8 and 17.1, respectively.

Figure 8
Student to Teacher Ratios, by Poverty Level and Chapter 1 Status



The same patterns of differences occur in the student to staff ratio, but the differences are not generally as large as those of the student to teacher ratio.

Table 7
Student-Staff Ratios, by School Poverty Level

Part 1: Elementary Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Teachers	18.9	18.9	19.0	18.9
All Staff	12.4	12.1	11.5	12.0

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Totall
Teachers	16.7	16.5	16.7	16.6
All Staff	12.0	11.6	11.4	11.8

Table 8
Average Student-Staff Ratios, by School Poverty Level and Chapter 1 Status

Part 1: Elementary Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Teachers	18.2	19.6	18.7	19.6	18.8	20.8	18.9
All Staff	11.9	12.9	11.9	12.6	11.3	12.5	12.0

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Teachers	15.8	17.1	15.8	16.9	16.4	17.0	16.6
All Staff	11.3	12.3	11.2	12.0	11.1	11.9	11.8

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

What is the Average Class Size in Chapter 1 and Non-Chapter 1 Elementary Schools?

Student to teacher ratios do not necessarily reflect the average class size of a school. Some teachers may provide special services to very small groups of students (e.g., severely handicapped students or home-bound students); others may provide itinerant supplemental services and not have their own classes. Therefore, the average class size for the typical student may be considerably different from the student-teacher ratio. Nationwide, there are about 19 teachers for every student in elementary school, but the average class size for self-contained classes is 23 students.

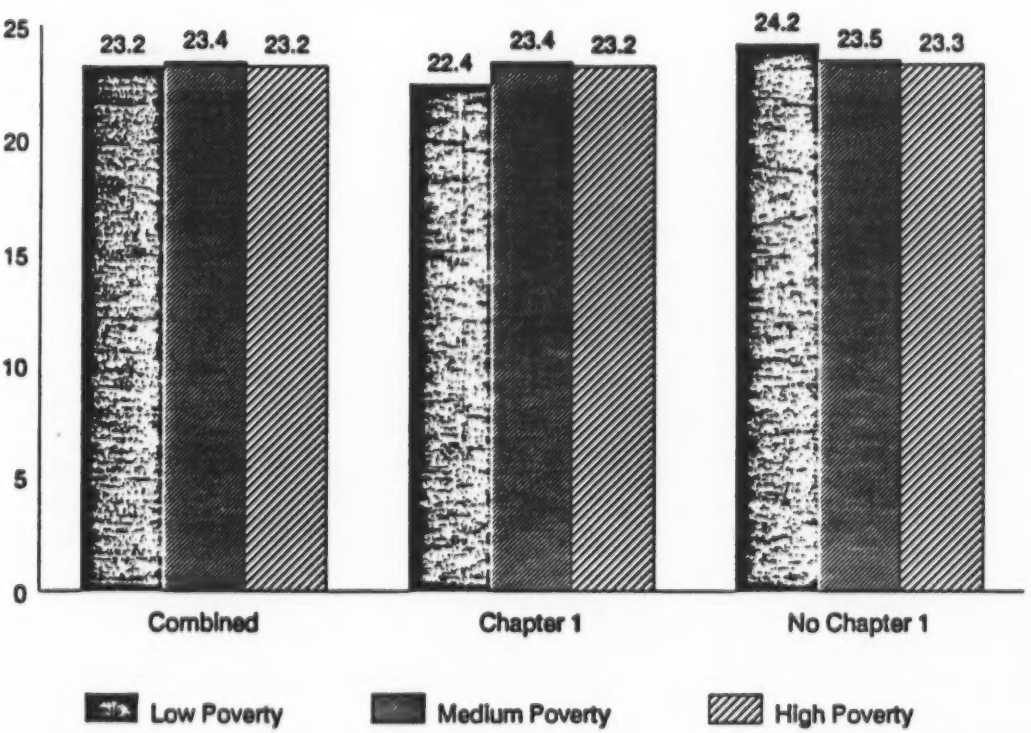
When we look at self-contained classes in Chapter 1 and non-Chapter 1 elementary schools combined, there are not significant differences between the average class size in low, medium, and high poverty schools (see Table 9; Figure 9.)

However, for *Chapter 1 schools only*, the class size is slightly larger in high poverty schools:

- The average class size in high poverty Chapter 1 elementary schools is 23.2, compared to 22.2 in low poverty Chapter 1 elementary schools.

In non-Chapter 1 schools, we find the opposite—the class size is slightly larger in low poverty schools.

Figure 9
Average Elementary Self-Contained Classroom Size, by Poverty Level and Chapter 1 Status



Even with these differences, *high poverty schools* are virtually the same, whether they have Chapter 1 programs or not:

- There is no significant difference between the average class size of Chapter 1 high poverty schools (23.2) and that of non-Chapter 1 high poverty schools (23.3).

It is important to note, however, that in many instances Chapter 1 services are provided in "pull-out" rather than self-contained classes. When we look at the percentage of elementary classes that are self-contained classes, we find that there are differences between Chapter 1 and non-Chapter 1 schools at the high poverty level (see Table 10):

- High poverty Chapter 1 teachers are more likely to have class types other than self-contained than are high poverty schools without Chapter 1 programs .

Table 9
Average Class Size, Self–Contained Elementary School Classes Only, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Low	22.4	24.2	23.2
Medium	23.4	23.5	23.4
High	23.2	23.3	23.2

NOTE: All responses of more than 60 students were excluded from the calculations. We excluded 22 such cases, or 0.2 percent of the cases with self-contained class size reported. Another 148 cases did not contain class size.

Table 10
Percent of Elementary School Teachers Who Teach in Self-Contained Classes by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Low	80%	81%	81%
Medium	81%	85%	82%
High	83%	90%	84%

Are Teachers in Chapter 1 Schools More Likely to Report Receiving Special Bonuses?

The percent of teachers who reported that they are receiving a special pay incentive for working in a high-priority location (e.g., an inner city school) is so small that the differences between the different poverty levels are minuscule (see Table 11):

- Three percent of the teachers in high poverty elementary schools and 2 percent of the teachers in high poverty middle/junior high/senior high schools report that they are receiving such a pay bonus;
- Compared to 1 percent of their counterparts in low and medium poverty schools.

These differences must be viewed with great caution, however, since they are based on small numbers of teachers.

The number of teachers in the survey sample within Chapter 1 versus non-Chapter 1 schools was, in most instances, too small to use.

Table 11
Percent of Teachers Receiving Special Pay Bonuses by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Elementary Schools			
Low	*	*	1%
Medium	1%	*	1%
High	3%	*	3%
Middle/Junior High/ Senior High Schools			
Low	1%	1%	1%
Medium	*	1%	1%
High	2%	*	2%

* Sample size of respondents too small to report.

Are Teachers in Chapter 1 Schools More Likely to Report Receiving Training?

Roughly one-third of public school teachers reported that they had taken some education or teaching related in-service or college courses requiring 30 or more hours of classroom study during the last two school years. (See Table 12.) There are virtually no significant differences between teachers in schools at the different poverty levels, or between teachers in Chapter 1 and non-Chapter 1 schools. The largest difference, only 4 percentage points, does occur for high poverty elementary schools, but not in the expected direction. While 36 percent of the teachers at Chapter 1 high poverty elementary schools reported receiving training, more of the teachers at high poverty non-Chapter 1 schools (40 percent) reported receiving training.

Table 12
Percent of Teachers Receiving Training,
by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Elementary Schools			
Low	34%	35%	34%
Medium	36%	36%	36%
High	36%	40%	37%
Middle/Junior High/Senior High Schools			
Low	31%	34%	33%
Medium	35%	36%	35%
High	35%	35%	35%

Conclusions

Services

Most public elementary schools (71 percent) offer Chapter 1 services, and 15 percent of all public school elementary students are receiving Chapter 1 services. The figures for middle/junior high/senior high schools are lower, with one-third of the secondary schools providing Chapter 1 services and only 6 percent of all public secondary school students receiving Chapter 1 services. Even when we look at only those schools which do provide Chapter 1 services, most of their students are not in Chapter 1 programs. In Chapter 1 high poverty schools, where we find the highest proportion of educationally needy students, about one-third of the students (32 percent at the elementary level and 30 percent at the secondary level) are in Chapter 1 programs.

In terms of the level of diagnostic and remedial programs offered, the major differences occur between the different poverty levels:

- High poverty elementary schools are more likely to offer remedial math and remedial reading; but
- More low poverty elementary schools offer diagnostic services.

Although a larger percentage of the students in high poverty schools receive remedial reading and math services than do their counterparts in low poverty schools, the percentage of students receiving diagnostic services is about the same. In addition:

- High poverty elementary schools are twice as likely to have bilingual education as low poverty schools and they serve a much higher proportion of their students in bilingual programs.
- Within *high poverty* schools, we found that more Chapter 1 schools have remedial reading and math programs than do non-Chapter 1 schools and they serve a slightly larger proportion of their students in these programs.

On the other hand, low poverty schools are most likely to have programs for the gifted and talented. However, Chapter 1 high poverty schools are more likely to have gifted and talented programs than are non-Chapter 1 high poverty schools. Despite these differences in the number of schools offering such programs, the proportion of students in gifted and talented programs is about the same for all types of schools.

Staffing Issues

Although we did find that high poverty elementary schools are more likely to employ teaching aides, we did not find that Chapter 1 schools are more likely than non-Chapter 1 schools to do so. In addition, we did not find that the student to teacher ratios were higher in high poverty schools. This indicates that:

- Even though they may be more likely to hire teacher aides, high poverty schools are not hiring fewer teachers than low poverty schools.

In fact, it appears that the high poverty schools have more staff than the low poverty schools. The student to all staff ratios (including all types of professional and non-professional, and

instructional and non-instructional staff) are slightly lower at high poverty schools, both at the elementary and secondary levels. In terms of Chapter 1 versus non-Chapter 1 schools:

- Schools with Chapter 1 programs have lower ratios (both for teachers and all staff) at all poverty levels.

Chapter 1 high poverty elementary schools have a ratio of 18.8 students per teacher and 11.3 students per staff member, compared to 20.8 students per teacher and 12.5 students per staff in non-Chapter 1 high poverty schools.

However, the lower student to teacher/staff ratios translate into very small differences in class sizes:

- For all elementary schools combined, the average sizes of self-contained classes in high and low poverty schools do not differ at all (both are 23.2).
- In addition, at the high and medium poverty levels, Chapter 1 and non-Chapter 1 schools have virtually the same class size.

Only at low poverty schools is there a difference — Chapter 1 low poverty schools have the smallest average class size (22.4) and non-Chapter 1 low poverty schools have the largest average class size (24.2) of any type of school.

The absence of differences may be, in part, due to the fact that high poverty Chapter 1 schools are more likely to have class types other than self-contained than are high poverty schools with no Chapter 1 programs.

A very small percentage of teachers reported that they are receiving a special pay incentive for working in a high-priority location. There were not significant differences between the poverty levels or between Chapter 1 and non-Chapter 1 schools. Similarly, there were no significant differences in the percent of teachers reporting that they had taken some training during the last two years.

In summary, most of the notable differences we found were between poverty levels rather than between Chapter 1 and non-Chapter 1 schools. Only in high poverty schools did we find that Chapter 1 schools were more likely than non-Chapter 1 schools to offer special programs. In terms of the percentage of students receiving special services, however, the differences were very small. While Chapter 1 monies are supplemental, it may be that State and local funding is providing additional supplemental services which reduce the differences between Chapter 1 and non-Chapter 1 schools. Or, students in Chapter 1 schools may be receiving more intensive services.

Chapter 1 does seem to make a difference in terms of the number of staff a school hires. Chapter 1 schools have lower student to teacher and student to staff ratios. They do not, however, have significantly smaller self-contained class sizes. This may be because Chapter 1 teachers provide services in pull-out classes.

Finally, it does not appear that Chapter 1 monies are being used to any major extent to provide special bonuses or training. Teachers in Chapter 1 schools are not significantly more likely to receive special bonuses or training than are their counterparts in non-Chapter 1 schools.

Appendix A

Table A-1
Weighted Public School Counts

School Level	Poverty Level			
	Low	Medium	High	Total
Elementary	16,627	17,680	11,670	45,976
Middle/Junior high/ Senior high	13,253	8,536	3,593	25,383
Combined*	907	1,566	1,034	3,507
Other*	1,048	1,252	935	3,235
Total	31,835	29,034	17,233	78,101

* These categories of schools are not included in the analyses for this report.

NOTE: Poverty information was not available for an estimated 460 schools.

Table A-2
Unweighted Public School Counts

School Level	Poverty Level			
	Low	Medium	High	Total
Elementary	1,367	1,549	954	3,890
Middle/Junior High/ Senior High	1,890	1,091	449	3,443
Combined*	144	277	170	594
Other*	159	133	102	399
Total	3,560	3,050	1,675	8,326

* These categories of schools are not included in the analyses for this repor.

NOTE: Poverty information was not available for 41 schools.

Table A-3
Weighted Public School Counts

School Level	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Elementary	8,815	7,811	13,686	3,994	10,040	1,630
Middle/Junior High/ Senior High	3,952	9,302	3,675	4,862	2,182	1,412
Combined*	542	365	1,193	373	786	248
Other*	506	542	667	585	515	420
Total	13,815	18,020	19,221	9,813	13,522	3,710

* These categories of schools are not included in the analyses for this report.

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-4
Unweighted Public School Counts

School Level	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Elementary	716	651	1,201	348	831	123
Middle/Junior High/ Senior High	556	1,334	445	646	264	185
Combined*	96	48	215	62	132	38
Other*	63	96	64	69	50	52
Total	1,431	2,129	1,925	1,125	1,277	398

* These categories of schools are not included in the analyses for this report.

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-5
Weighted Numbers of Schools with Special Programs

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	2,627	3,110	3,885	9,622
English as a Sec. Lang.	6,548	5,185	4,438	16,170
Remedial Reading	13,154	14,783	9,922	37,860
Remedial Math	8,511	9,771	7,352	25,634
Handicapped	14,439	15,926	10,500	40,865
Gifted & Talented	13,821	13,434	7,723	34,977
Voc. Technical	446	689	411	1,546
Diagnostic	12,800	12,689	7,762	33,252
Extended Day	3,720	2,375	2,185	8,280
Chapter 1	8,815	13,686	10,040	32,541
Number of Schools	16,627	17,680	11,670	45,976

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	2,156	1,642	1,007	4,805
English as a Sec. Lang.	5,513	2,552	1,324	9,390
Remedial Reading	10,434	6,691	2,887	20,012
Remedial Math	9,252	5,667	2,274	17,193
Handicapped	12,407	8,094	3,401	23,902
Gifted & Talented	9,600	6,208	2,514	18,322
Voc. Technical	9,754	5,543	2,289	17,586
Diagnostic	10,041	6,002	2,435	18,478
Extended Day	583	383	263	1,229
Chapter 1	3,952	3,675	2,182	9,808
Number of Schools	13,253	8,536	3,593	25,383

Table A-6
Weighted Numbers of Schools with Special Programs

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	1,170	1,458	2,171	939	3,301	583	9,622
English/Sec. Lang.	3,062	3,486	3,491	1,694	3,818	620	16,170
Remedial Reading	7,945	5,210	12,154	2,630	8,741	1,182	37,860
Remedial Math	5,551	2,960	8,151	1,620	6,591	761	25,634
Handicapped	7,817	6,621	12,425	3,502	9,151	1,348	40,865
Gifted & Talented	7,336	6,485	10,497	2,937	6,749	974	34,977
Voc. Technical	297	149	581	108	369	42	1,546
Diagnostic	6,973	5,827	9,720	2,969	6,747	1,015	33,252
Extended Day	1,650	2,071	1,581	795	1,805	380	8,280
Chapter 1	8,815	0	13,686	0	10,040	0	32,541
Number of Schools	8,815	7,811	13,686	3,994	10,040	1,630	45,976

Part 2. Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	741	1,415	844	798	716	292	4,805
English/ Sec. Lang.	1,663	3,850	1,115	1,437	882	442	9,390
Remedial Reading	3,582	6,851	3,254	3,438	1,939	948	20,012
Remedial Math	2,987	6,264	2,526	3,141	1,487	787	17,193
Handicapped	3,738	8,669	3,418	4,676	2,102	1,299	23,902
Gifted & Talented	2,956	6,643	2,723	3,486	1,648	865	18,322
Voc. Technical	2,799	6,954	2,067	3,476	1,273	1,016	17,586
Diagnostic	3,148	6,893	2,726	3,275	1,523	913	18,478
Extended Day	252	330	202	181	161	102	1,229
Chapter 1	3,952	0	3,675	0	2,182	0	9,808
Number of Schools	3,952	9,302	3,675	4,862	2,182	1,412	25,383

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-7
Weighted Number of Students Served in Special Programs

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	59,519	158,462	565,605	783,586
English as a Sec. Lang.	79,750	170,136	406,420	656,306
Remedial Reading	589,338	832,894	979,117	2,401,349
Remedial Math	276,870	470,470	646,914	1,394,254
Handicapped	439,862	510,286	358,211	1,308,359
Gifted & Talented	487,256	401,268	250,698	1,139,222
Voc. Technical	28,720	51,817	34,860	115,397
Diagnostic	715,060	770,219	644,555	2,129,834
Extended Day	154,724	105,330	138,261	398,315
Chapter 1	469,292	1,026,333	1,517,421	3,013,046
Number of Students	6,964,275	7,255,857	5,498,049	19,718,181

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	79,961	84,357	98,720	263,038
English as a Sec. Lang.	127,010	98,486	120,027	345,523
Remedial Reading	674,412	568,117	366,450	1,608,978
Remedial Math	595,207	419,912	234,505	1,249,625
Handicapped	661,611	393,732	194,388	1,249,732
Gifted & Talented	836,533	346,104	159,848	1,342,485
Voc. Technical	2,494,457	1,192,679	569,365	4,256,502
Diagnostic	925,368	587,131	284,454	1,796,952
Extended Day	45,521	19,540	27,201	92,262
Chapter 1	344,078	334,378	414,722	1,093,178
Number of Students	10,494,235	5,354,953	2,259,210	18,108,398

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Table A-8
Weighted Number of Students Served in Special Programs

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	29,641	29,878	119,697	38,765	510,727	54,878	783,586
English/ Sec. Lang.	40,863	38,888	109,332	60,804	364,010	42,409	656,306
Remedial Reading	375,021	214,317	696,052	136,842	863,574	115,543	2,401,349
Remedial Math	194,956	81,915	389,258	81,212	590,249	56,665	1,394,254
Handicapped	240,581	199,281	392,134	118,153	310,101	48,110	1,308,359
Gifted & Talented	216,975	270,282	283,615	117,654	204,308	46,390	1,139,222
Voc. Technical	11,738	16,981	43,402	8,416	32,066	2,794	115,397
Diagnostic	382,073	332,987	595,785	174,435	581,932	62,622	2,129,834
Extended Day	57,603	97,121	65,602	39,728	117,872	20,389	398,315
Chapter 1	469,292	0	1,026,333	0	1,517,421	0	3,013,046
Number of Students	3,543,159	3,421,116	5,584,677	1,671,180	4,717,235	780,815	19,718,181

Part 2. Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Bilingual	33,252	46,709	45,552	38,805	67,300	31,421	263,038
English/Sec. Lang.	50,461	76,549	47,932	50,554	90,270	29,757	345,523
Remedial Reading	235,991	438,420	266,017	302,099	269,322	97,128	1,608,978
Remedial Math	186,285	408,923	174,662	245,250	162,990	71,515	1,249,625
Handicapped	196,584	465,027	163,613	230,120	116,335	78,054	1,249,732
Gifted & Talented	232,042	604,491	137,684	208,420	95,015	64,833	1,342,485
Voc. Technical	679,813	1,814,644	428,288	764,391	301,890	267,476	4,256,502
Diagnostic	331,646	593,722	241,548	345,583	167,887	116,567	1,796,952
Extended Day	19,751	25,770	13,995	5,545	14,494	12,708	92,262
Chapter 1	344,078	0	334,378	0	414,722	0	1,093,178
Number of Students	2,910,278	7,583,956	2,182,933	3,172,020	1,384,071	875,139	18,108,398

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-9
Weighted Numbers of Schools with Various Types of Staff

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Principals	16,627	17,680	11,670	45,976
Teachers	16,627	17,680	11,670	45,976
Counselors	8,072	9,348	6,508	23,928
Librarians	13,389	13,861	8,687	35,937
Other Prof	8,125	7,571	5,583	21,279
Aides	14,574	16,226	11,199	41,999
Other Non-Instr.	13,559	14,537	9,640	37,736
Volunteers	13,450	13,259	8,005	34,714
Number of Schools	16,627	17,680	11,670	45,976

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Principals	13,253	8,536	3,593	25,383
Teachers	13,253	8,536	3,593	25,383
Counselors	12,573	7,733	3,152	23,458
Librarians	12,128	7,934	3,062	23,123
Other Prof.	6,964	3,970	1,706	12,640
Aides	10,587	6,952	2,949	20,487
Other Non-Instr.	10,571	6,893	2,975	20,439
Volunteers	5,255	3,410	1,201	9,866
Number of Schools	13,253	8,536	3,593	25,383

Table A-10
Weighted Numbers of Schools with Various Types of Staff

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Principals	8,815	7,811	13,686	3,994	10,040	1,630	45,976
Teachers	8,815	7,811	13,686	3,994	10,040	1,630	45,976
Counselors	4,360	3,712	7,209	2,139	5,533	975	23,928
Librarians	7,088	6,300	10,851	3,009	7,537	1,150	35,937
Other Prof.	4,337	3,788	5,826	1,745	4,683	899	21,279
Aides	7,778	6,796	12,581	3,645	9,638	1,562	41,999
Other Non-Instr.	7,221	6,338	11,218	3,319	8,290	1,350	37,736
Volunteers	6,708	6,742	10,149	3,110	6,977	1,028	34,714
Number of Schools	8,815	7,811	13,686	3,994	10,040	1,630	45,976

Part 2. Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Principals	3,952	9,302	3,675	4,862	2,182	1,412	25,383
Teachers	3,952	9,302	3,675	4,862	2,182	1,412	25,383
Counselors	3,693	8,880	3,298	4,435	1,873	1,280	23,458
Librarians	3,708	8,420	3,458	4,476	1,857	1,204	23,123
Other Prof.	2,268	4,696	1,744	2,225	1,082	624	12,640
Aides	3,291	7,296	3,032	3,920	1,840	1,108	20,487
Other Non-Instr.	3,169	7,403	3,114	3,779	1,805	1,170	20,439
Volunteers	1,513	3,741	1,395	2,015	776	425	9,866
Number of Schools	3,952	9,302	3,675	4,862	2,182	1,412	25,383

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-11
Weighted Number of Teachers Receiving Special Pay Bonuses, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Elementary Schools			
Low	*	*	2,469
Medium	2,174	*	3,482
High	6,807	*	7,435
Middle/Junior High/ Senior High Schools			
Low	1,560	3,800	5,360
Medium	*	1,378	2,487
High	1,694	*	2,747

* Sample size of respondents too small to report.

Table A-12
Weighted Number of Teachers Receiving Training, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Elementary Schools			
Low	66,141	57,484	123,625
Medium	107,163	29,022	136,185
High	81,740	13,143	94,883
Middle/Junior High/Senior High Schools			
Low	52,772	135,257	188,029
Medium	44,220	81,642	103,822
High	24,873	16,309	41,182

Table A-13
Standard Errors for the Percent of Schools with Special Programs, by School Poverty Level

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	1.2	1.0	1.6	0.6
English as a Sec. Lang.	1.6	1.0	1.9	0.8
Remedial Reading	1.3	0.9	1.2	0.6
Remedial Math	1.3	1.2	1.5	0.7
Handicapped	1.3	1.0	1.2	0.6
Gifted & Talented	1.1	1.0	1.8	0.7
Voc. Technical	0.5	0.6	0.6	0.3
Diagnostic	1.6	1.2	1.8	1.0
Extended Day	1.4	1.0	1.2	0.7
Chapter 1	1.1	0.9	1.6	0.7

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	0.9	1.0	2.5	0.7
English as a Sec. Lang.	1.1	1.7	3.0	0.9
Remedial Reading	0.9	1.2	2.5	0.7
Remedial Math	0.8	1.6	2.8	0.8
Handicapped	0.7	0.8	0.9	0.5
Gifted & Talented	1.1	1.3	2.0	0.9
Voc. Technical	1.2	1.6	2.7	0.9
Diagnostic	1.0	1.5	2.6	0.7
Extended Day	0.5	0.6	1.2	0.4
Chapter 1	0.9	1.5	3.0	0.8

Table A-14
Standard Errors for the Percent of Schools with Special Programs, by School Poverty Level and Chapter 1 Status

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Bilingual	0.9	2.2	0.9	3.0	1.7	3.6
English/Sec. Lang.	1.6	2.5	1.2	2.7	2.2	4.4
Remedial Reading	1.5	2.1	0.9	3.0	1.1	5.7
Remedial Math	1.7	2.1	1.4	3.1	1.3	4.6
Handicapped	1.6	1.9	1.0	2.5	1.1	5.0
Gifted & Talented	1.5	1.6	1.4	3.1	1.6	5.5
Voc. Technical	0.7	0.6	0.6	1.2	0.6	1.4
Diagnostic	1.7	2.1	1.4	2.9	2.1	4.3
Extended Day	1.6	1.6	0.9	2.3	1.3	3.4
Chapter 1	0.0	0.0	0.0	0.0	0.0	0.0

Part 2: Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Bilingual	1.3	1.1	2.2	1.2	3.5	3.1
English as a Sec. Lang.	1.9	1.3	2.6	1.8	3.9	3.5
Remedial Reading	1.6	1.4	2.2	1.9	2.3	4.8
Remedial Math	2.3	1.1	2.8	2.1	3.4	4.3
Handicapped	1.4	1.0	1.6	1.2	1.1	1.6
Gifted & Talented	2.2	1.4	2.2	1.7	2.4	3.7
Voc. Technical	2.1	1.5	2.8	1.9	3.1	4.4
Diagnostic	1.8	1.2	2.1	2.2	3.2	3.6
Extended Day	1.3	0.4	1.1	0.8	1.4	2.2
Chapter 1	0.0	0.0	0.0	0.0	0.0	0.0

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-15
Standard Errors for the Percent of Students Served in Special Programs, by School Poverty Level

Part 1: Elementary Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	0.2	0.2	0.8	0.2
English as a Second Language	0.1	0.2	0.5	0.1
Remedial Reading	0.3	0.3	0.6	0.3
Remedial Math	0.2	0.4	0.7	0.2
Handicapped	0.2	0.1	0.2	0.1
Gifted & Talented	0.2	0.3	0.3	0.1
Voc. Technical	0.1	0.2	0.2	0.1
Diagnostic	0.7	0.6	1.0	0.4
Extended Day	0.2	0.1	0.3	0.1
Chapter 1	0.3	0.3	1.0	0.4

Part 2: Middle/Junior High/Senior High Schools

Program	Poverty Level			
	Low	Medium	High	Total
Bilingual	0.1	0.2	0.5	0.1
English as a Second Language	0.1	0.2	0.6	0.1
Remedial Reading	0.2	0.4	0.8	0.2
Remedial Math	0.2	0.4	0.7	0.2
Handicapped	0.1	0.2	0.3	0.1
Gifted & Talented	0.3	0.3	0.7	0.2
Voc. Technical	0.6	0.9	1.4	0.4
Diagnostic	0.4	0.7	1.4	0.4
Extended Day	0.1	0.1	0.3	0.1
Chapter 1	0.2	0.3	1.6	0.3

Table A-16
Standard Errors for the Percent of Students Served in Special Programs, by School Poverty Level

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Bilingual	0.2	0.3	0.3	0.5	0.9	1.7
English/Sec. Lang.	0.2	0.2	0.3	0.4	0.5	1.6
Remedial Reading	0.4	0.4	0.4	0.8	0.6	1.5
Remedial Math	0.4	0.2	0.4	0.8	0.8	0.9
Handicapped	0.2	0.2	0.2	0.4	0.2	0.5
Gifted & Talented	0.3	0.4	0.3	0.8	0.3	1.0
Voc. Technical	0.1	0.2	0.2	0.2	0.2	0.3
Diagnostic	0.9	1.0	0.7	1.2	0.1	1.3
Extended Day	0.2	0.2	0.1	0.3	0.3	0.5
Chapter 1	0.5	0.0	0.4	0.0	1.0	0.0

Part 2: Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Bilingual	0.3	0.1	0.3	0.2	0.7	1.1
English/ Sec. Lang.	0.3	0.1	0.4	0.3	0.9	0.7
Remedial Reading	0.6	0.2	0.7	0.7	1.1	1.0
Remedial Math	0.4	0.2	0.5	0.5	0.9	1.0
Handicapped	0.2	0.1	0.2	0.2	0.3	0.7
Gifted & Talented	0.4	0.3	0.3	0.4	0.8	1.5
Voc. Technical	1.1	0.9	1.5	0.9	1.7	2.7
Diagnostic	1.1	0.5	0.8	1.2	1.8	1.8
Extended Day	0.1	0.1	0.2	0.1	0.4	0.6
Chapter 1	0.8	0.0	0.6	0.0	2.0	0.0

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-17
Standard Errors for the Percent of Schools with Different Type of Staff, by School Poverty Level

Part 1: Elementary Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Principals	0.0	0.0	0.0	0.0
Teachers	0.0	0.0	0.0	0.0
Counselors	1.4	1.4	1.5	0.7
Librarians	1.3	1.0	1.5	0.8
Other Prof.	1.6	1.3	2.1	0.7
Aides	1.3	0.7	0.7	0.6
Other Non-Instr.	1.3	1.3	1.4	0.8
Volunteers	1.1	1.1	1.5	0.7

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Principals	0.0	0.0	0.0	0.0
Teachers	0.0	0.0	0.0	0.0
Counselors	0.7	1.2	1.9	0.6
Librarians	0.9	0.9	1.8	0.6
Other Prof.	1.3	1.5	2.6	0.8
Aides	1.0	1.2	1.7	0.7
Other Non-Instr.	0.8	1.6	2.0	0.7
Volunteers	1.2	2.1	2.2	1.0

Table A-18

Standard Errors for the Percent of Schools with Different Type of Staff, by School Poverty Level and Chapter 1 Status

Part 1. Elementary Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Principals	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	0.0	0.0	0.0	0.0	0.0	0.0
Counselors	2.1	2.2	1.5	2.7	1.7	4.8
Librarians	1.8	1.8	1.1	2.6	1.6	5.1
Other Prof.	2.1	2.4	1.5	2.6	2.0	5.7
Aides	1.9	1.8	0.9	1.5	0.8	1.9
Other Non-Instr.	1.6	1.7	1.2	2.3	1.5	3.7
Volunteers	1.7	1.9	1.0	3.0	1.7	5.2

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Low Poverty		Medium Poverty		High Poverty	
	Yes	No	Yes	No	Yes	No
Principals	0.0	0.0	0.0	0.0	0.0	0.0
Teachers	0.0	0.0	0.0	0.0	0.0	0.0
Counselors	1.7	0.7	2.1	1.3	2.9	2.0
Librarians	1.6	1.2	1.4	1.1	2.3	2.9
Other Prof.	2.3	1.3	2.3	2.2	3.5	3.8
Aides	1.7	1.3	1.9	1.9	2.8	3.3
Other Non-Instr.	1.7	1.1	2.4	1.9	2.4	3.1
Volunteers	2.1	1.4	2.6	2.9	2.8	3.7

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-19
Standard Errors for the Average Student-Staff Ratios, by School Poverty Level

Part 1: Elementary Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Teachers	0.2	0.1	0.3	0.1
All Staff	0.1	0.1	0.1	0.1

Part 2: Middle/Junior High/Senior High Schools

Type of Staff	Poverty Level			
	Low	Medium	High	Total
Teachers	0.1	0.1	0.3	0.1
All Staff	0.1	0.1	0.2	0.1

Table A-20
Standard Errors for the Average Student-Staff Ratios, by School Poverty Level and Chapter 1 Status

Part 1. Elementary Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Teachers	0.2	0.2	0.1	0.3	0.3	1.0	0.1
All Staff	0.2	0.2	0.1	0.3	0.1	0.4	0.1

Part 2: Middle/Junior High/Senior High Schools

Program	Low Poverty		Medium Poverty		High Poverty		Total
	Yes	No	Yes	No	Yes	No	
Teachers	0.3	0.2	0.2	0.2	0.3	0.5	0.1
All Staff	0.2	0.1	0.1	0.2	0.2	0.4	0.1

NOTE: "Yes" indicates that the school has Chapter 1 services;
"No" indicates that it does not.

Table A-21
Standard Errors and Numbers of Cases for the Average Class Size, Self-Contained Elementary School Classes Only, by School Poverty Level

Poverty Level	Standard Error	Weighted Number	Unweighted Number
Low	0.2	224,660	2,993
Medium	0.1	240,154	3,501
High	0.2	172,222	2,368

Table A-22
Standard Errors and Numbers of Cases for the Average Class Size, Self-Contained Elementary School Classes Only, by School Poverty Level and Chapter 1 Status

Poverty Level	Standard Error	Weighted Number	Unweighted Number
Low			
Chapter 1	0.2	119,467	1,569
Non-Chapter 1	0.3	105,194	1,424
Medium			
Chapter 1	0.2	185,786	2,700
Non-Chapter 1	0.3	54,367	801
High			
Chapter 1	0.3	150,037	2,086
Non-Chapter 1	0.5	22,185	282

Table A-23
Standard Errors for the Percent of Elementary School Classes that Are Self-Contained Classes, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Low	1.1	0.7	0.6
Medium	0.6	1.3	0.5
High	0.9	1.7	0.9

Table A-24
Standard Errors for the Percent of Teachers Receiving Special Pay Bonuses, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Part 1: Elementary Schools			
Low	*	*	0.1
Medium	0.1	*	0.1
High	0.7	*	0.6
Part 2: Middle/Junior High/Senior High Schools			
Low	0.2	0.1	0.1
Medium	*	0.2	0.1
High	0.8	*	0.6

* Sample size of respondents too small to report.

Table A-25
Standard Errors for the Percent of Teachers Receiving Training, by School Poverty Level and Chapter 1 Status

Poverty Level	Type of School		Total
	Chapter 1	No Chapter 1	
Part 1: Elementary Schools			
Low	1.1	1.3	0.9
Medium	0.9	2.2	0.9
High	1.0	3.2	1.0
Part 2: Middle/Junior High/Senior High Schools			
Low	1.3	0.6	0.6
Medium	1.1	1.0	0.6
High	1.5	1.8	1.2